



Supporting Inter-Rater Agreement

Marzano Focused Teacher
Evaluation Model

Participant Notebook

MARZANO

Evaluation Center

A Scale for Your Learning

4.0	Participants <i>will be able to evaluate current practice and plan appropriate next steps for growth.</i>
3.0	Participants will be able to: <ul style="list-style-type: none"> • Utilize the five step process to conduct and accurately score a classroom observation • Plan feedback for growth
2.0	Participants will be able to recognize and recall specific vocabulary, including: <ul style="list-style-type: none"> • Element, protocol, developmental scale, focus statement, evidence, monitoring, desired effect, adaptations, standards, learning targets, critical content <p>Participants will be able to:</p> <ul style="list-style-type: none"> • Give examples of the elements of each domain of the Focused Teacher Evaluation Model, including examples of student evidence for the elements • Describe the key parts of the protocols and their purposes for scoring and feedback • Use common language to describe and differentiate between elements and their desired effects
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Developmental Scale

Use the blank scale below to take notes of the key words, phrases and/or constructs.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)

Processing Questions

What formative data provides evidence that students are attending to the critical content of a lesson?

Explain a formal and an informal way that teachers have students process new content.

Explain the difference between previewing and reviewing. How do you know which is which during an observation?

Name three to four different activities that help students examine similarities and differences. What taxonomy level is required for these tasks?

How do you use Revising Knowledge as a culmination after practicing, examining similarities and differences, or examining reasoning?

Explain the instructional progression from Helping Students Examine Reasoning to Helping Students Engage in Cognitively Complex Tasks.

Processing Questions *(continued)*

Give an example of a Cognitively Complex Task in a content other than science. Describe a short-term vs long-term Cognitively Complex Task.

Cite at least three different techniques a student can use to track their progress on a scale.

Does Providing Feedback and Celebrating Progress relate to behavioral success or academic success or both? Why or why not? Defend your answer.

Give specific examples of a teacher at the Applying level in the element Maintaining Expertise in Content and Pedagogy.

What are the differences between Applying and Innovating in Professional Responsibilities and in Standards-Based Instruction?

Video 1

Resources

- Scoring Template
- Intentional Thinking Map for Daily Lessons
- Planning Conference Questions
- Student Evidence
- Reflection Conference Questions

Scoring Template: Video 1

Grade Level: 7 Subject Area: ELA Target appropriate to grade level/content? _____
Learning Target: _____ Taxonomy Level: _____

STANDARDS-BASED PLANNING	0	1	2	3	4
Planning Standards-Based Lessons/Units Evidence:					
Aligning Resources to Standard(s) Evidence:					
Planning to Close the Achievement Gap Using Data Evidence:					

Guiding Questions:

1. What elements am I seeing? Does the teacher use the strategies correctly?
2. What strategy does the teacher use to monitor if students are achieving the desired effect of the strategy?
3. What percent of students demonstrate the desired effect at the appropriate level of the target?
4. Does the teacher make an adaptation after determining which students are not achieving the desired effect?
5. Use student evidence to assign the final score.

STANDARDS-BASED INSTRUCTION	0	1	2	3	4
Identifying Critical Content from the Standards Evidence:					
Previewing New Content Evidence:					
Helping Students Process New Content Evidence:					
Using Questions to Help Students Elaborate on Content Evidence:					
Reviewing Content Evidence:					
Helping Students Practice Skills, Strategies, and Processes Evidence:					

Helping Students Examine Similarities and Differences Evidence:					
Helping Students Examine Their Reasoning Evidence:					
Helping Students Revise Knowledge Evidence:					
Helping Students Engage in Cognitively Complex Tasks Evidence:					

CONDITIONS FOR LEARNING	0	1	2	3	4
Using Formative Assessment to Track Progress Evidence:					
Providing Feedback and Celebrating Progress Evidence:					
Organizing Students to Interact with Content Evidence:					
Establishing and Acknowledging Adherence to Rules and Procedures Evidence:					
Using Engagement Strategies Evidence:					
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Evidence:					
Communicating High Expectations for Each Student to Close the Achievement Gap Evidence:					

Intentional Thinking Map for Daily Lessons

Teacher Name: **Video 1**

Subject: **ELA**

Grade Level: **7**

Title of Unit: **The Outsiders**

Lesson Name: **Stating a claim and supporting with evidence**

Duration of Lesson: **55 minutes**

Date: **February 10**

Learning Goal/Objectives: *(based on standards)*

- **CCSS.ELA Writing W.7.1 Write arguments to support claims with clear reasons and relevant evidence.**

Learning Targets *(write targets from each level of the scale below)*

2.0 Foundational Knowledge and Skills	3.0 Learning Goal/Objective	4.0 More Complex Knowledge
<p>Students will recognize and recall specific vocabulary, including:</p> <ul style="list-style-type: none"> • Claim, support, evidence, qualifiers, valid <p>Students will be able to:</p> <ul style="list-style-type: none"> • Cite explicit and inferential text evidence • Identify explicit information and references from a text • Recognize credible resources/sources • Describe how to: <ul style="list-style-type: none"> ○ introduce a claim ○ state an opinion ○ support the opinion with valid reasons ○ use linking words (e.g. because, and also) to connect opinion and reasons ○ provide a conclusion 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Write arguments to support claims in which they <ul style="list-style-type: none"> ○ introduce claim, acknowledge alternate or opposing claims, and organize reasons and evidence logically ○ support claim with logical reasoning and relevant evidence ○ use accurate, credible sources ○ demonstrate understanding of topic or text ○ use words, phrases, and clauses to create cohesion and clarify relationships among claims, reason, and evidence ○ provide a concluding statement or section. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Establish and use criteria to decide which argument best supports the claim

Assessment and Monitoring *(checks for content and desired effect)*

Formative:

- Students will use evidence from the text to answer questions about their opinions
- Teacher will monitor group discussions to ensure students are examining their reasoning about claim
- Partner share/peer monitoring

Final Student Evidence: Students will write 3 paragraphs supporting claim with evidence from text and other sources

Intentional Thinking Map for Daily Lessons (*continued*)

Critical Information Chunks (*as determined by the learning targets*)

- Use logical reasoning and relevant evidence to support claim

Instructional Strategies/Lesson Activity

- **Review**
 - Students respond to three questions about gangs in relation to their reading of The Outsiders.
- **Organizing Students to Interact with Content**
 - Students review sources in groups to look for information to support claim that gangs can have positive benefits.
- **Using Questions to help Students Elaborate on Content**
 - Teacher asks sequence of questions to support students as they look for evidence to support the claim.
- **Helping Students Examine Their Reasoning**
 - Students search for evidence from the novel and other resources to support the claim that gangs can have positive benefits.

Assignment(s)

Write at least three paragraphs citing evidence from the text and other sources that support the claim that gangs can have positive benefits.

Adaptations for Unique Student Needs (EL, Special Education, Gifted, Students who lack support for school)

- Intentionally partnering a student who has this skill with a student who struggles with this skill
- Giving the students extra time to complete
- Providing thesaurus and other language tools, including graphic organizer for students who require this

Resources and Materials

The Outsiders

Internet articles from Encyclopedia, Boys and Girls Club, and Australia

Planning Conference Questions: Video 1

PLANNING STANDARDS-BASED LESSONS/UNITS

1. **What is the standard you are working toward in this lesson? What is the specific learning target and taxonomy level for this lesson?**

I am working on three standards for this unit. They are:

- **CCSS.ELA-LITERACY.RL.7.1.**
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.
- **CCSS.ELA-LITERACY.RL.7.10.**
Read and comprehend literature in the grades 6-8 text complexity band proficiently.
- **CCSS.ELA-WRITING.W.7.1**
Write arguments to support claims with clear reasons and relevant evidence.

The learning targets for this lesson (both at the analysis level) are:

- *Cite explicit and inferential textual evidence to support claim*
- *Write arguments to support claims with logical reasoning and relevant evidence using accurate resources*

2. **Describe your scale and where this target fits in the progression of learning.**

The scale includes the three standards listed above. The students have worked at the 2.0 level of the scale, citing text evidence, both explicit and inferential. We are now at the 3.0 level of the scale.

3. **Which instructional strategies will you use to help students reach the learning target? How are these strategies aligned to the cognitive level of the target?**

*I am beginning class with an activity to **Review Content**. Students will answer 3 questions about their opinions of gangs to get them thinking about whether gangs have good as well as bad qualities. Students will be asked to support their opinions with evidence from the text, The Outsiders.*

*Then I will state the claim that gangs can have positive benefits and provide students with three articles from the internet about gangs. Students will have the opportunity to work in groups to find information to support the claim from the articles as well as their novel. I will provide the students with a graphic organizer to take notes from the articles to prepare them to write their paper for homework, which is 3 paragraphs citing evidence from the articles and novel to support the claim that gangs can have positive benefits. This is the strategy of **Examining Reasoning**. As I walk around and listen to student discussions, I will ask questions to help students **Elaborate on Content**. These strategies all require the students to analyze their thinking.*

4. **What activity will you use to generate student evidence at the level of the target?**

Students will respond to three review questions about The Outsiders at the beginning of class. Their homework assignment will be to write 3 paragraphs citing evidence from the articles and novel to support the claim that gangs can have positive benefits.

- 5. How does your lesson plan address Individualized Education Plans (IEPs), EL strategies, or other personal learning plans?**

I will check in on these students to make sure they are on track, and allow them extra time.

ALIGNING RESOURCES TO STANDARD(S)

- 6. What traditional and/or digital resources aligned to grade level/content standards are you using in this lesson?**

We are using the novel The Outsiders as well as three articles that I have downloaded from the internet.

- 7. What human resource will be implemented to support learning in this lesson?**

My student teacher and I will circulate during the lesson.

PLANNING TO CLOSE THE ACHIEVEMENT GAP USING DATA

- 8. What data have you used to plan to meet the needs of each student in order to close the achievement gap?**

I am using data from the last lesson to plan for this lesson. Students completed an exit ticket that provides me with information about their readiness for today's work. There are two ELL students who will need additional support based on that data, so I am providing language supports as well as having the student teacher provide clarification. In addition, I will be checking students' responses to our review questions (verbally during class, as well as checking their written responses later) to ensure that they are ready to dive deeper.

- 9. How will you and the students track their progress towards the standard(s)?**

I gave the students a copy of the scale which they keep in their academic notebooks. We talk about where we are on the scale and students have an opportunity to track their progress on the scale at varying times during our lessons.

I also use the scale to track their progress toward the learning target/standard. I will be giving the students tasks (the review questions and the assignment) that I will use as evidence to show their progress.

Student Evidence: Video 1

Task: Bellwork - Reviewing Content

Students answered the following three questions:

1. Summarize the key events of the last two chapters of *The Outsiders*. Cite text evidence to support your decision that these are key events.
2. Were the Greasers a “good gang” or a “bad gang”? Explain your point of view. What text evidence supports this?
3. Did the Socs consider themselves to be a gang? Do you think they were a gang? Explain your point of view.

When the teacher reviewed responses to these questions, 18 of 22 students (82%) were able to answer the questions with evidence from the text.

Task – Helping Students Examine Reasoning

A claim is proposed that gangs can be good. Using information we discussed in class and evidence from the text, write 2-3 paragraphs defending your position that gangs can have a positive impact on people.

Paragraphs indicated that 17 of 22 students (77%) completed the task and provided at least two appropriate reasons supported by evidence from the novel or internet resources. Of the 5 who were not successful, 3 students wrote paragraphs that did not stay focused on the critical content of making and justifying a claim re the text.

Reflection Conference Questions: Video 1

STANDARDS-BASED PLANNING

- 1. Explain how learning targets embedded within a performance scale were implemented within the lesson. (How was the critical content implemented in this lesson?) How will you share with others how your use of a strong progression of learning has impacted student learning?**
Students were asked to cite evidence from the text (The Outsiders) for their answers to the review questions about how their opinions of gangs had changed after their reading. In addition, they were asked to cite evidence from the novel as well as three internet sources to support the claim that gangs can have positive consequences.
- 2. How did student assignments align with the level of the learning target?**
The assignments were at the same taxonomy level as the target.
- 3. In what ways did students' use of traditional, digital, and human resources support the critical content? In what ways will you share the use of traditional, digital, and/or human resources with other teachers?**
Having the digital resources (articles from the internet) already downloaded saved time and ensured that students had the necessary information to support the claim. The graphic organizer I created helped them classify and organize their information. I will share these resources with others in my PLC.
- 4. What data do you have that demonstrates how your instruction and modifications have resulted in all students, including specific subgroups, making progress towards closing the achievement gap? In what ways have you helped others in using this type of data?**
I have student grades on assignments.
- 5. What method do you use to track student progress and communicate to parents?**
I track student progress in relation to the learning targets on the scale. Parents can log into the online gradebook to see students' assignments.

STANDARDS-BASED INSTRUCTION

- 6. How many students could identify what content was critical in this lesson? How do you know?**
I believe that all students knew that they needed to cite textual evidence to support their opinions and claims about the text. I learned this from reading over shoulders and listening to conversations during group discussions.
- 7. For the elements you implemented in this lesson, what percent of students demonstrated the desired effect? How do you know? What, if any, adaptations did you make to achieve these results? (Observer and teacher examine student evidence)**
In reading the responses to the review questions, 18/22 students (82%) were able to provide credible text evidence from the novel to support their answers. 17/22 students (77%) adequately completed the homework (Examining Reasoning) using evidence from the novel and the internet resources to support the claim that gangs can have a positive influence. I'm not sure how many students accurately elaborated on the content, except from the evidence from the homework.

CONDITIONS FOR LEARNING

- 8. In what ways did students use formative assessment data to track their progress? How did students demonstrate sustained motivation for learning based on your feedback?**

When students receive their responses as well as their homework back, we talk about the correlation to the learning targets on their scale. Most students stay motivated to continue to work toward mastery.

- 9. Describe how students were organized into groups to interact with content. What evidence documents percent of students able to process content as a result of working in groups?**

Students worked with those nearest to them in groups to complete the graphic organizer with evidence from the internet articles and the novel that supported the claim that gangs can have positive influences. I guess that the percentage of students adequately completing their homework will serve as documentation of them processing content in those groups.

Video 2

Resources

- Scoring Template
- Intentional Thinking Map for Daily Lessons
- Planning Conference Questions
- Student Evidence
- Reflection Conference Questions

Scoring Template: Video 2

Grade Level: 5 Subject Area: Science Target appropriate to grade level/content? _____
Learning Target: _____ Taxonomy Level: _____

STANDARDS-BASED PLANNING	0	1	2	3	4
Planning Standards-Based Lessons/Units Evidence:					
Aligning Resources to Standard(s) Evidence:					
Planning to Close the Achievement Gap Using Data Evidence:					

Guiding Questions:

1. What elements am I seeing? Does the teacher use the strategies correctly?
2. What strategy does the teacher use to monitor if students are achieving the desired effect of the strategy?
3. What percent of students demonstrate the desired effect at the appropriate level of the target?
4. Does the teacher make an adaptation after determining which students are not achieving the desired effect?
5. Use student evidence to assign the final score.

STANDARDS-BASED INSTRUCTION	0	1	2	3	4
Identifying Critical Content from the Standards Evidence:					
Previewing New Content Evidence:					
Helping Students Process New Content Evidence:					
Using Questions to Help Students Elaborate on Content Evidence:					
Reviewing Content Evidence:					
Helping Students Practice Skills, Strategies, and Processes Evidence:					

Helping Students Examine Similarities and Differences Evidence:					
Helping Students Examine Their Reasoning Evidence:					
Helping Students Revise Knowledge Evidence:					
Helping Students Engage in Cognitively Complex Tasks Evidence:					

CONDITIONS FOR LEARNING	0	1	2	3	4
Using Formative Assessment to Track Progress Evidence:					
Providing Feedback and Celebrating Progress Evidence:					
Organizing Students to Interact with Content Evidence:					
Establishing and Acknowledging Adherence to Rules and Procedures Evidence:					
Using Engagement Strategies Evidence:					
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Evidence:					
Communicating High Expectations for Each Student to Close the Achievement Gap Evidence:					

Intentional Thinking Map for Daily Lessons

Teacher Name: Video 2	Subject: Science	Grade Level: 5
Title of Unit: Energy Transfer and Transformations	Lesson Name: Conductors and Insulators	
Duration of Lesson: 55 minutes	Date: February 10	

Learning Goal/Objectives: *(based on standards)*

- SC.5.P.11.1 Investigate and illustrate the fact that the flow of electricity requires a closed circuit.
- SC.5.P.11.2 Identify and classify materials that conduct electricity and materials that do not.

Learning Targets <i>(write targets from each level of the scale below)</i>		
2.0 Foundational Knowledge and Skills	3.0 Learning Goal/Objective	4.0 More Complex Knowledge
<ul style="list-style-type: none"> • Explain that electricity needs certain things to flow • Circuit, closed circuit, open circuit, insulator, conductor, current, power source • Describe a closed circuit 	<ul style="list-style-type: none"> • <i>Investigate the flow of electricity through a closed circuit and through materials that are conductors and insulators</i> • Identify and classify materials that conduct electricity and materials that do not 	<ul style="list-style-type: none"> • Design and perform scientific investigations to answer real-world questions about electricity

Assessment and Monitoring *(checks for content and desired effect)*

- Journal entries
- Exit Ticket

Critical Information Chunks *(as determined by the learning targets)*

- Introduce target
- Students determine strategies for their success
- Review Content – questioning and students draw picture of closed circuit in journal
- Distribute materials and investigation sheets
- Students make predictions and record
- Conduct experiment within groups
- Students compare/contrast conductors insulators

Intentional Thinking Map for Daily Lessons (*continued*)

Instructional Strategies/Lesson Activity

1. Provide each group with wires, a bulb, and a battery and have them assemble their own conductivity tester.
2. Have students make a new chart under the first chart of predictions and list the items as they test them into the appropriate columns labeled RESULTS.
3. Students will add each material they are testing to the conductivity tester (the closed circuit) by connecting it to the wires, they will determine if the material is an insulator if the light bulb does not light up or a conductor if the light bulb does light up.
4. Students will review predictions for accuracy and determine errors.
5. Students will compare properties of conductors vs insulators – composition, hardness, etc. and determine similarities and differences
6. Students examine reasons for misconceptions and accuracies
7. Complete exit tickets

Assignment(s)

Students will work independently to explain how their knowledge of conductors and insulators has been revised. What they knew before and how that thinking may have changed.

Adaptations for Unique Student Needs (EL, Special Education, Gifted, Students who lack support for school)

- Strategic placement within groups for peer support
- Close teacher monitoring and support
- Sentence stems

Resources and Materials

- 3 pieces of wire (strip the ends)
- Battery (size D)
- 1.5 volt bulb and socket
- Alligator clips
- Variety of materials that are either conductors or insulators (Examples: metal paper clip, paper, eraser, aluminum foil, metal pen, marble, rubber band, pencil, coin, hairclip, key.)

Planning Conference Questions: Video 2

PLANNING STANDARDS-BASED LESSONS/UNITS

- 1. What is the standard you are working toward in this lesson? What is the specific learning target and taxonomy level for this lesson?**

I am working on three standards for this unit. They are:

- *SC.5.P.11.1 Investigate and illustrate the fact that the flow of electricity requires a closed circuit*
- *SC.5.P.11.2 Identify and classify materials that conduct electricity and materials that do not*

The daily objective is “Investigate the flow of electricity through a closed circuit and through materials that are conductors and insulators. The lesson includes activities at both the Analysis (drawing conclusions and analyzing thinking) and Knowledge Utilization (generating and testing hypotheses).

- 2. Describe your scale and where this target fits in the progression of learning.**

We are working at the 3.0 level on the scale. The students have learned the definitions of closed circuit, conductor, insulator and the review asks them to draw a diagram of a closed circuit. They are now working on testing conductors and identifying the properties of conductors.

- 3. Which instructional strategies will you use to help students reach the learning target? How are these strategies aligned to the cognitive level of the target?**

I will be using the strategies of Review, Cognitively Complex Tasks, and Revising Knowledge. We will begin the lesson with a review when I ask the students to draw a diagram of a closed circuit. Then they will investigate which materials are conductors by making prediction and testing their predictions with a closed circuit. Finally they will return to their academic journals to revise their knowledge about electricity.

- 4. What activity will you use to generate student evidence at the level of the target?**

Both the review diagram and their predictions and revisions in their academic journals will provide evidence that they have met the target.

- 5. How does your lesson plan address Individualized Education Plans (IEPs), EL strategies, or other personal learning plans?**

I will closely monitor these students. I work with the support staff to meet the requirements of each student’s individual plans. In today’s lesson, I will be providing additional resources and monitoring to offer verbal support while they work and as they summarize.

ALIGNING RESOURCES TO STANDARD(S)

6. **What traditional and/or digital resources aligned to grade level/content standards are you using in this lesson?**

The students will be using materials included in my lesson plan.

7. **What human resource will be implemented to support learning in this lesson?**

No additional human resources.

PLANNING TO CLOSE THE ACHIEVEMENT GAP USING DATA

8. **What data have you used to plan to meet the needs of each student in order to close the achievement gap?**

Students were able to do the work of the previous day's lesson.

9. **How will you and the students track their progress towards the standard(s)?**

Students use the tracking tool in their academic notebooks to track their progress toward the standards.

Student Evidence: Video 2

Review – The academic journals showed evidence that 18/21 students were able to correctly draw a diagram of a closed circuit.

Cognitively Complex Tasks – The journals showed that 18/21 students successfully completed the predictions, tested their predictions, and were able to compare their predictions with their observations. Three students struggled to explain their thinking and conclusions.

Revising Knowledge – Again, 18/21 students demonstrated in their journals that they had confirmed or revised their knowledge about electricity as a result of the activity. Three students did not complete this task.

Reflection Conference Questions: Video 2

STANDARDS-BASED PLANNING

- 1. Explain how learning targets embedded within a performance scale were implemented within the lesson. (How was the critical content implemented in this lesson?) How will you share with others how your use of a strong progression of learning has impacted student learning?**
The lesson was focused on the daily objective at the 3.0 level of the scale. The students drew a diagram of a closed circuit (a 2.0 target) as a review at the beginning of the lesson. I will share this lesson plan with other 5th grade teachers.
- 2. How did student assignments align with the level of the learning target?**
The assignments were at the analysis and knowledge utilization levels as were the learning targets.
- 3. In what ways did students' use of traditional, digital, and human resources support the critical content? In what ways will you share the use of traditional, digital, and/or human resources with other teachers?**
The students had to use the materials provided to complete the experiment. I will share with other teachers.
- 4. What data do you have that demonstrates how your instruction and modifications have resulted in all students, including specific subgroups, making progress towards closing the achievement gap? In what ways have you helped others in using this type of data?**
Most students were able to describe circuits and characteristics of insulators and conductors. The exit tickets revealed the majority achieved the target.
- 5. What method do you use to track student progress and communicate to parents?**
Students use the tracking tool in their academic journal to track their progress. I review those notebooks. Parents can access the online grading system.

STANDARDS-BASED INSTRUCTION

- 6. How many students could identify what content was critical in this lesson? How do you know?**
In reviewing the students' academic journals, all of the students were focused on the critical content.
- 7. For the elements you implemented in this lesson, what percent of students demonstrated the desired effect? How do you know? What, if any, adaptations did you make to achieve these results? (Observer and teacher examine student evidence)**
Again, I reviewed the academic journals to see their diagrams of a closed circuit as well as their predictions, observations and conclusions from the investigation. I also read their revisions about electricity. All but 3 students – 86% - were able to complete these tasks. I will need to work with these three students.

CONDITIONS FOR LEARNING

- 8. In what ways did students use formative assessment data to track their progress? How did students demonstrate sustained motivation for learning based on your feedback?**

Students used the information from their assignments to complete the tracking tool. Most students stayed motivated.

- 9. Describe how students were organized into groups to interact with content. What evidence documents percent of students able to process content as a result of working in groups?**

Students are placed in groups based on which students will work well together. All student groups stayed on task during the time they were making the closed circuit and testing the materials. The evidence from their assignments also documents this.

Video 3

Resources

- Scoring Template
- Intentional Thinking Map for Daily Lessons
- Student Evidence
- Reflection Conference Questions

Scoring Template: Video 3

Grade Level: HS Subject Area: ELA Target appropriate to grade level/content? _____
 Learning Target: _____ Taxonomy Level: _____

STANDARDS-BASED PLANNING	0	1	2	3	4
Planning Standards-Based Lessons/Units Evidence:					
Aligning Resources to Standard(s) Evidence:					
Planning to Close the Achievement Gap Using Data Evidence:					

Guiding Questions:

1. What elements am I seeing? Does the teacher use the strategies correctly?
2. What strategy does the teacher use to monitor if students are achieving the desired effect of the strategy?
3. What percent of students demonstrate the desired effect at the appropriate level of the target?
4. Does the teacher make an adaptation after determining which students are not achieving the desired effect?
5. Use student evidence to assign the final score.

STANDARDS-BASED INSTRUCTION	0	1	2	3	4
Identifying Critical Content from the Standards Evidence:					
Previewing New Content Evidence:					
Helping Students Process New Content Evidence:					
Using Questions to Help Students Elaborate on Content Evidence:					
Reviewing Content Evidence:					
Helping Students Practice Skills, Strategies, and Processes Evidence:					

Helping Students Examine Similarities and Differences Evidence:					
Helping Students Examine Their Reasoning Evidence:					
Helping Students Revise Knowledge Evidence:					
Helping Students Engage in Cognitively Complex Tasks Evidence:					

CONDITIONS FOR LEARNING	0	1	2	3	4
Using Formative Assessment to Track Progress Evidence:					
Providing Feedback and Celebrating Progress Evidence:					
Organizing Students to Interact with Content Evidence:					
Establishing and Acknowledging Adherence to Rules and Procedures Evidence:					
Using Engagement Strategies Evidence:					
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Evidence:					
Communicating High Expectations for Each Student to Close the Achievement Gap Evidence:					

Intentional Thinking Map for Daily Lessons

Teacher Name: **Video 3**

Subject: **ELA**

Grade Level: **9**

Title of Unit: **Literary Analysis – The Wave**

Lesson Name: **Character Analysis**

Duration of Lesson: **1 or 1+ class** (if original works and individual summaries are not completed)

Learning Goal/Objectives: *(based on standards)*

ELA.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELA.RL.9-10.1.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Learning Targets *(write targets from each level of the scale below)*

Level 2.0 has already been accomplished. In this lesson and the next, the focus will be on completing our work on the 3.0 level targets and moving into the 4.0 level.

2.0 Foundational Knowledge and Skills	3.0 Learning Goal/Objective	4.0 More Complex Knowledge
<p>Students will recognize and recall specific vocabulary, including:</p> <ul style="list-style-type: none"> • Argument, claim, evidence, relevant, valid <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe major characters' traits with text evidence • Describe character interactions citing text evidence 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyze in detail how the protagonist(s) and antagonist(s) are developed and revealed through their interactions with other characters. • Cite text evidence to support analysis, conclusions and inferences. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Create an original work to demonstrate clear understanding of character development, based on conclusions drawn from analysis of the text

Assessment and Monitoring *(checks for content and desired effect)*

In this class, most of the students have little support for schooling and have been placed on academic probation. Because of this, I will use a variety of methods to assess and monitor the students, including questioning, whole class discussions, and monitoring group discussions. I will track the students' progress through observation, elicit accurate responses from each student, and review original products created at the conclusion of the discussion for relevant responses.

Today they will create a group product to demonstrate their thinking about character interaction. The final product will be individually produced writing samples based on the discussions within their group work. This may be assigned as an exit ticket, as homework or completed in the lesson on Day 2, depending on the progress they make in today's class.

Intentional Thinking Map for Daily Lessons (*continued*)

Critical Information Chunks (*as determined by the learning targets*)

- Review daily learning targets.
- Show movie clip as a hook.
- Whole class discussion questions, “Who is the protagonist in the novel, The Wave? Who is the antagonist? Why do you think so? Can you defend your answers?”
- Students make claims as to who is the protagonist and antagonist are and defend with evidence from the text.
- Students move into groups to create original works.
- Students write a summary paragraph in which they will explain and defend the product of their group, citing textual evidence to support. (individual)

Instructional Strategies/Lesson Activity

Reviewing Content – We will begin the lesson with a clip from a movie based on the book, portraying the protagonist, Laurie, troubled by the actions of the Nazi party during WWII.

Identifying Critical Content – I will review the daily learning targets and remind the students throughout the lesson to refer back to the text for evidence to support their claims as well as their original work.

Using Questions to Help Students Elaborate on Content – As students state their claim, I will ask elaborative questions and ask them to provide evidence to make sure they can elaborate on content.

Helping Students Examine Their Reasoning – Helping Students Engage in Cognitively Complex Tasks – students will be asked to state a claim about who the protagonist and antagonists are in the story and cite text evidence to support that claim. Later, in their groups they will have tasks that require them to examine reasoning OR that require them to make decisions. They will choose which to do and then the groups will have another assignment tomorrow that will require them to do whichever they did not do today.

Students will be asked to work in groups to create one of three original works:

- Dialog between Mr. Ross and Laurie (classroom conversation)
- Alternate ending to The Wave
- Dialog between David and Brian discussing if The Wave will be good for the football team

Assignment(s)

Create an original work (synthesize and utilize) during class (in groups)

Adaptations for Unique Student Needs (EL, Special Education, Gifted, Students who lack support for school)

Basically, all of the students in this class lack support for school and don’t believe they can excel. One of the modifications that I have made is to begin the work on these standards using a novel that is at a lower lexile level for them, so they can access it at the appropriate cognitive level. Following this work, we will progress to a Common Core recommended text exemplar for grades 9-10 on a similar theme *The Book Thief*, by Markus Zusak, to build their capacity to operate with grade level work. I will prompt and support to elicit relevant and meaningful responses from all students and groups to make adaptations for those who need them.

Intentional Thinking Map for Daily Lessons (*continued*)

Resources and Materials

- The Wave text and video clip
- Plot line diagram
- Notebook/binder (Notebook check tomorrow!)
- Period magazine (WWII era)
- Various other resources (Hitler text, informative/non-fiction and literary/fiction pieces)

Student Evidence: Video 3

Based on current reading, identify the protagonists and antagonists in The Wave, citing text evidence to support your claim.

In monitoring the group discussion, the teacher documented that 9/16 (56%) of the students were able to complete this task.

Group assignment: Create an original work based on conclusions drawn from analysis of the text addressing one of the following prompts.

- **Dialog between Mr. Ross and Laurie (classroom conversation) (examining reasoning)**
- **Alternate ending (complex task)**
- **Dialog between David and Brian (locker room conversation discussing if The Wave will be good for the football team (complex task)**

Of the two groups who chose the first task, one was completely successful, and the other was able to state the claim (what the dialogue could be) but not able to completely justify with text evidence. They were asked to revise.

Of the three groups who chose the complex tasks (numbers 2 and 3), all groups were able to state their decisions, test those decisions based on the text, and defend their products.

Individual assignment: Write a response using text evidence to prove your conclusions and inferences are reasonable based on character traits and plot lines developed by the author.

Students will begin this as homework and will complete and edit during next class period.

Reflection Conference Questions: Video 3

STANDARDS-BASED PLANNING

- 1. Explain how learning targets embedded within a performance scale were implemented within the lesson. (How was the critical content implemented in this lesson?) How will you share with others how your use of a strong progression of learning has impacted student learning?**

The students were asked to identify the protagonist and antagonist in the novel and support their claim with evidence from the text. They then worked in groups, using their knowledge of the analysis of the text to create an original work. I have shared this set of lessons with others in my PLC and Ms. Green intends to use it with her students next week.

- 2. How did student assignments align with the level of the learning target?**

The discussion was at the analysis level, and the creation of the original work was at the synthesis and utilization level of the taxonomy.

- 3. In what ways did students' use of traditional, digital, and human resources support the critical content? In what ways will you share the use of traditional, digital, and/or human resources with other teachers?**

The movie clip served to motivate and engage the students and make the novel come alive for them. My colleagues and I have a Discussion Group in iObservation where we upload resources like this clip as well as texts, magazine articles etc.

- 4. What data do you have that demonstrates how your instruction and modifications have resulted in all students, including specific subgroups, making progress towards closing the achievement gap? In what ways have you helped others in using this type of data?**

The students' notebooks document their achievement of the learning targets. Each student keeps a copy of the scale in his or her notebook, and they check off targets as they achieve them. My data shows that 95% of these at-risk students (all but 1) making gains compared to their status at the beginning of the year. 15% are no longer in the at-risk range, and 55% have narrowed the gap significantly. The other 25% have made more modest gains but their most recent data shows an increase.

- 5. What method do you use to track student progress and communicate to parents?**

I share the student notebooks at conferences and parents are able to access the online gradebook.

STANDARDS-BASED INSTRUCTION

- 6. How many students could identify what content was critical in this lesson? How do you know?**
During the class discussion, I documented appropriate responses from 9 of the 16 students. They were all focused on the critical content. I also heard all of the groups discussing the assignment.
- 7. For the elements you implemented in this lesson, what percent of students demonstrated the desired effect? How do you know? What, if any, adaptations did you make to achieve these results? (Observer and teacher examine student evidence)**
During the class discussion, 9 of 16 (56%) of the students responded and used text evidence to support their claims. They demonstrated that they understood what protagonist and antagonist are and how to support with evidence. Maybe I could have had them complete exit slips so I would have been able to determine if more of them were able to identify a protagonist and cite evidence to support their claim. When I reviewed the group work, 4 of the 5 groups (13/16 students) had effectively completed the assignment to indicate meeting the standard.

CONDITIONS FOR LEARNING

- 8. In what ways did students use formative assessment data to track their progress? How did students demonstrate sustained motivation for learning based on your feedback?**
Students will be asked to bring their notebooks to the next class. In their notebooks, they are required to check off learning targets once they have shown mastery of them and to summarize their progress at the end of each week. Students generally stay motivated to learn in my class.
- 9. Describe how students were organized into groups to interact with content. What evidence documents percent of students able to process content as a result of working in groups?**
Students were allowed to choose their own groups, however I encouraged them to work with someone they don't normally work with. In addition, they know I always make them have both boys and girls in each group. My observations of the groups' interactions as well as the product from the group would indicate that the students were processing content as a result of their grouping.

Video 4

Resources

- Scoring Template
- Intentional Thinking Map for Daily Lessons
- Planning Conference Questions
- Student Evidence
- Reflection Conference Questions

Scoring Template: Video 4

Grade Level: 4 Subject Area: Math Target appropriate to grade level/content? _____
 Learning Target: _____ Taxonomy Level: _____

STANDARDS-BASED PLANNING	0	1	2	3	4
Planning Standards-Based Lessons/Units Evidence:					
Aligning Resources to Standard(s) Evidence:					
Planning to Close the Achievement Gap Using Data Evidence:					

Guiding Questions:

1. What elements am I seeing? Does the teacher use the strategies correctly?
2. What strategy does the teacher use to monitor if students are achieving the desired effect of the strategy?
3. What percent of students demonstrate the desired effect at the appropriate level of the target?
4. Does the teacher make an adaptation after determining which students are not achieving the desired effect?
5. Use student evidence to assign the final score.

STANDARDS-BASED INSTRUCTION	0	1	2	3	4
Identifying Critical Content from the Standards Evidence:					
Previewing New Content Evidence:					
Helping Students Process New Content Evidence:					
Using Questions to Help Students Elaborate on Content Evidence:					
Reviewing Content Evidence:					
Helping Students Practice Skills, Strategies, and Processes Evidence:					

Helping Students Examine Similarities and Differences Evidence:					
Helping Students Examine Their Reasoning Evidence:					
Helping Students Revise Knowledge Evidence:					
Helping Students Engage in Cognitively Complex Tasks Evidence:					

CONDITIONS FOR LEARNING	0	1	2	3	4
Using Formative Assessment to Track Progress Evidence:					
Providing Feedback and Celebrating Progress Evidence:					
Organizing Students to Interact with Content Evidence:					
Establishing and Acknowledging Adherence to Rules and Procedures Evidence:					
Using Engagement Strategies Evidence:					
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Evidence:					
Communicating High Expectations for Each Student to Close the Achievement Gap Evidence:					

Intentional Thinking Map for Daily Lessons

Teacher Name: **Video 4**

Subject: **Math**

Grade Level: **4**

Lesson Title: **Deconstructing a multiplication situation: Multiplying by a 2 digit number**

Duration of Lesson: **55 minutes**

Date: **February 10**

Learning Goal/Objectives: *(based on standards)*

MAFS.4.OA.1.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

MAFS.4.NBT.2.5 Multiply a whole number of up to four digits by a one-digit number, and multiply two two-digit numbers using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Learning Targets *(write targets from each level of the scale below)*

2.0 Foundational Knowledge and Skills	3.0 Learning Goal/Objective	4.0 More Complex Knowledge
<p>Students will recognize and recall specific vocabulary, including:</p> <ul style="list-style-type: none"> Factor, place value, product <p>Students will be able to:</p> <ul style="list-style-type: none"> Multiply a whole number of up to four digits by a one-digit whole number Multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain multiplication by using equations, rectangular arrays, and/or area models. Represent problems using equations with a letter standing for the unknown. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Assess the reasonableness of answers using mental math and estimation strategies, including rounding. Solve multistep multiplication situations with whole numbers using the four operations, including problems in which remainders must be interpreted. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Deconstruct a multiplication situation as needed to solve for the missing variable.

Assessment and Monitoring *(checks for content and desired effect)*

Formative:

- Teacher will provide personal feedback to individuals during the process.
- Partner share/peer monitoring

Final Student Evidence: Students will deconstruct a multiplication situation and solve for a missing variable.

Intentional Thinking Map for Daily Lessons (*continued*)

Instructional Strategies/Lesson Activity

- **Review**
 - Multiplication situations, area model, bow tie method, partial products
- **Organizing Students to Interact with Content**
 - T-Partners share for Review and Practicing
- **Helping Students Practice Skills, Strategies, and Processes**
 - Students work in partners to deconstruct multiplication situations
- **Helping Students Revise Knowledge**
 - Students switch partners to share their thoughts and strategies from the problem-solving process

Assignment(s)

N/A

Adaptations for Unique Student Needs (EL, Special Education, Gifted, Students who lack support for school)

- Intentionally partnering a student who has this skill with a student who struggles with this skill
- Giving the students extra time to complete

Resources and Materials

- Appropriate anchor charts
- Student math notebooks
- Multiplication situations requiring solving for a missing variable

Planning Conference Questions: Video 4

PLANNING STANDARDS-BASED LESSONS/UNITS

1. What is the standard you are working toward in this lesson? What is the specific learning target and taxonomy level for this lesson?

We are working on two standards in this lesson:

- *MAFS.4.OA.1.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.*
- *MAFS.4.NBT.2.5 Multiply a whole number of up to four digits by a one-digit number, and multiply two two-digit numbers using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.*

Specifically, in this lesson we are working with multiplication, to deconstruct a multiplication situation as needed to solve for the missing variable. As they are completing this task which is at the analysis level of the taxonomy and at the 4.0 level of the scale, I will be reminding them to use the multiplication strategies we have worked on, and to assess the reasonableness of their answers.

2. Describe your scale and where this target fits in the progression of learning.

This target is at the 4.0 level of the scale. The students have already mastered multiplying up to two two-digit numbers using several strategies including the area model and the bow tie method. They will need to use all of their knowledge, but in a different way, to be able to meet this target.

3. Which instructional strategies will you use to help students reach the learning target? How are these strategies aligned to the cognitive level of the target?

We will begin with a review of the multiplication strategies and what makes a problem a multiplication situation. Then I will have them work with a partner to practice deconstructing several multiplication situations. After they have worked through several problems, I will change up the partner groups to allow them to share different insights to the problems and revise their thinking.

4. What activity will you use to generate student evidence at the level of the target?

While they are working in T-pairs, each student will submit their own work to ensure they are meeting the target. I hope they will be able to use their partners as resources to confirm as well as add to their understanding.

5. How does your lesson plan address Individualized Education Plans (IEPs), EL strategies, or other personal learning plans?

I have intentionally partnered students to make sure those who are struggling (based on previous work on these standards) are paired with a student who has the skill.

ALIGNING RESOURCES TO STANDARD(S)

- 6. What traditional and/or digital resources aligned to grade level/content standards are you using in this lesson?**

We will be using appropriate anchor charts, student math notebooks and multiplication situations requiring solving for a missing variable.

- 7. What human resource will be implemented to support learning in this lesson?**

No additional human resources

PLANNING TO CLOSE THE ACHIEVEMENT GAP USING DATA

- 8. What data have you used to plan to meet the needs of each student in order to close the achievement gap?**

I review data from the Standards Tracker as well student work to determine which students need additional support to meet targets.

- 9. How will you and the students track their progress towards the standard(s)?**

Students keep evidence in their math notebooks of their progress towards the standards. I use the Standards Tracker to document that students are meeting targets.

Student Evidence: Video 4

Reviewing Content: Through listening to partner discussions and then monitoring group work afterwards, I was able to verify that all but 3 of my 22 students were accurately recalling the content we had been learning about multiplication. They were able to recall and describe and explain.

Practicing Skills: Students worked in groups to solve problems using deconstruction of multiplication. They worked four problems together in groups, then solved the final two, more challenging questions independently. The groups demonstrated greater understanding of the process by the time they did the fourth one. This was borne out by the fact that 80% of students were able to successfully show and explain their thinking in solving questions 5 and 6.

Learning Objective: I can deconstruct a multiplication situation as needed to solve for the missing variable using what I know about factors, partial products, final products, and place value

Directions: Using the following multiplication situations, solve for the unknown number or numbers. Use your data sheet to show AND explain your thinking.

1. Esposito's Fourth Graders wanted to plant sunflowers. They planted 29 rows of sunflowers outside their classroom. If they planted a total of 783 sunflowers, how can you solve to find how many sunflowers were in each row?

2. Each student in the Calusa Book Club reads a number of books. All together, the students read 952 books. How would you use this data to show the possible number of students in the Calusa Book Club? How many books did each student read?

3. The fourth graders at Calusa Elementary are selling raffle tickets to raise money for supplies. They raise \$1,116. How would you use this amount to show how many raffle tickets they sold? How much did each raffle ticket cost?

4. Mrs. Humphreys is arranging 384 pictures in a scrapbook. How can you use this total to decide how many pictures are on each page of the scrapbook?

5. Stretch your thinking. The answer is \$1,456. What is the multiplication situation?

6. Stretch your thinking. The answer is 825 words. What is the multiplication situation?

Reflection Conference Questions: Video 4

STANDARDS-BASED PLANNING

- 1. Explain how learning targets embedded within a performance scale were implemented within the lesson. (How was the critical content implemented in this lesson?) How will you share with others how your use of a strong progression of learning has impacted student learning?**

We reviewed the targets at the 2.0 and 3.0 levels of the scale at the beginning of the lesson. Students shared their knowledge about the area model, bow tie method, partial products, and multiplication situations prior to moving to the 4.0 level to practice deconstructing a multiplication situation. I will share this lesson with my PLC.

- 2. How did student assignments align with the level of the learning target?**

The students were required to analyze the multiplication situations to determine how to solve for the missing variable. In addition, I asked them to compare and contrast their use of strategies with their partners as they worked to solve the problems.

- 3. In what ways did students' use of traditional, digital, and human resources support the critical content? In what ways will you share the use of traditional, digital, and/or human resources with other teachers?**

The anchor charts support their work as they review the multiplication strategies they have learned. The multiplication situations required the students to use their knowledge in different ways to solve the problems.

- 4. What data do you have that demonstrates how your instruction and modifications have resulted in all students, including specific subgroups, making progress towards closing the achievement gap? In what ways have you helped others in using this type of data?**

As a PLC, we collect data on our students from their written work as well as documenting their in-class verbal and written responses with Standards Tracker. We review this data to plan modifications as well as further lessons. The students' math notebooks document their achievement of the learning targets.

- 5. What method do you use to track student progress and communicate to parents?**

I share student notebooks and data from Standards Tracker with parents at conferences. Parents can also access the online gradebook.

STANDARDS-BASED INSTRUCTION

- 6. How many students could identify what content was critical in this lesson? How do you know?**
From listening to the conversations between partners, I was able to determine that the majority of students understood the critical content. Some students needed guidance to maintain a focus on the multiplication and not move on to division.

- 7. For the elements you implemented in this lesson, what percent of students demonstrated the desired effect? How do you know? What, if any, adaptations did you make to achieve these results? (Observer and teacher examine student evidence)**
Based on a review of student work (multiplication situations) 17/22 students were able to meet the target.

CONDITIONS FOR LEARNING

- 8. In what ways did students use formative assessment data to track their progress? How did students demonstrate sustained motivation for learning based on your feedback?**
Students use the results from their assignment to chart their progress toward the learning targets in their math notebook.

- 9. Describe how students were organized into groups to interact with content. What evidence documents percent of students able to process content as a result of working in groups?**
Students are grouped in T-partners. I make sure to group a stronger student with one who may struggle with some content. In addition, students are urged to “crossover” to the other partner group at their desks. At the end of the lesson, I had some students switch places to create new groups so they could share and learn from a new partner. I monitor the conversations and review their written work to make sure that they are benefitting from the group interactions.

Video 5

Resources

- Scoring Template
- Student Evidence

Scoring Template: Video 5

Grade Level: 1 Subject Area: ELA Target appropriate to grade level/content? _____
 Learning Target: _____ Taxonomy Level: _____

STANDARDS-BASED PLANNING	0	1	2	3	4
Planning Standards-Based Lessons/Units Evidence:					
Aligning Resources to Standard(s) Evidence:					
Planning to Close the Achievement Gap Using Data Evidence:					

Guiding Questions:

1. What elements am I seeing? Does the teacher use the strategies correctly?
2. What strategy does the teacher use to monitor if students are achieving the desired effect of the strategy?
3. What percent of students demonstrate the desired effect at the appropriate level of the target?
4. Does the teacher make an adaptation after determining which students are not achieving the desired effect?
5. Use student evidence to assign the final score.

STANDARDS-BASED INSTRUCTION	0	1	2	3	4
Identifying Critical Content from the Standards Evidence:					
Previewing New Content Evidence:					
Helping Students Process New Content Evidence:					
Using Questions to Help Students Elaborate on Content Evidence:					
Reviewing Content Evidence:					
Helping Students Practice Skills, Strategies, and Processes Evidence:					

Helping Students Examine Similarities and Differences Evidence:					
Helping Students Examine Their Reasoning Evidence:					
Helping Students Revise Knowledge Evidence:					
Helping Students Engage in Cognitively Complex Tasks Evidence:					

CONDITIONS FOR LEARNING	0	1	2	3	4
Using Formative Assessment to Track Progress Evidence:					
Providing Feedback and Celebrating Progress Evidence:					
Organizing Students to Interact with Content Evidence:					
Establishing and Acknowledging Adherence to Rules and Procedures Evidence:					
Using Engagement Strategies Evidence:					
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Evidence:					
Communicating High Expectations for Each Student to Close the Achievement Gap Evidence:					

Student Evidence: Video 5

After completing the large group work, students were given an exit ticket to complete individually.

Event from the story	Character's Response

When the teacher evaluated the student work, eight out of the twelve students were able to successfully complete the task.